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ABSTRACT

This CRitical Issues Bibliography (CRIB) Sheet focuses on remediation in higher education. Many colleges and universities are struggling to define the role of remediation in higher education, and leaders with different philosophical perspectives continue to debate their views. Because current arguments about remedial education in higher education resemble the arguments of earlier times, this bibliography highlights some historical sources. It also lists sources that present arguments and policies related to remediation debates at the state and institutional levels. Literature discussing promising approaches to remediation is also featured. It is hoped that these resources will help those involved in the debate about the role of remediation in higher education. The annotated bibliography contains 13 sources, all of which are in the ERIC database. (SLD)

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CRitical Issues Bibliography (CRIB) Sheet: Remedial Education Policy

Many colleges and universities are struggling to define the role of remediation in higher education. For example, the City University of New York (CUNY) recently eliminated remedial classes from all of its 11 four-year universities. For the moment, CUNY has left remedial education intact at its six community colleges, although Mayor Giuliani first recommended that private companies, such as the Kaplan Education Center or the Sylvan Learning Center, assume responsibility for CUNY's remedial program.

Leaders with different philosophical perspectives continue to actively debate their views about remediation. Traditionalists believe higher education should practice selective enrollment to maintain its high intellectual standards, whereas reformists feel higher education should be open to all within a democracy. Those who argue for remediation note that higher education cannot maintain an "open door policy" without addressing those students who want to attend, but lack basic skills in math, reading, writing, or all of these. Others argue that remediation should be handled by the secondary schools.

Current philosophical debates about remediation in higher education resemble some of the same arguments that colleges and universities in the United States have repeatedly engaged in throughout much of their history, since remedial education has always been part of higher education. That is why this CRitical Issues Bibliography highlights some historical sources. It also lists sources that present arguments and policies surrounding remediation debates at the state and institutional levels. Literature discussing promising approaches to remediation are also highlighted, as are resources discussing who should offer remediation. It is hoped that these resources will help those involved in the debate about the role of remediation in higher education, a debate that has been ongoing virtually since colleges were first established in this country.

History

EJ554782
Shaw, K.M. (1997, Fall). Remedial education as ideological background: Emerging remedial education policies in the community college. *Educational Evaluation and Policy Analysis, 19*(3), 284-96.
Ideological bases of the current debate about remedial education are explored, data from three urban community colleges are used to examine the interplay between ideology and policy occurring at individual schools. Data suggest that colleges respond differently to state-level remediation policies and can help shape these policies.

ED380047
Shires, M.A. (1994, March). The role of history in developing the missions of California's public higher education systems. Draft. Santa Monica, CA: Rand Corp. Inst. on Education and Training.
The California Master Plan of 1960 defined relevant student populations and differentiated the missions of the University of California (UC), the California State Universities and Colleges (CSU), and the community colleges. Modern social forces are now complicating those missions.

State

ED416804
Russell, A.B. (1998, January). Statewide college admissions, student preparation, and remediation policies and programs. Summary of a 1997 SHEEO survey. Iowa City, IA: State Higher Education Executive Officers. American Coll. Testing Program.
This report presents findings of a nationwide study of student transitions from secondary to postsecondary education that is based on a survey of state higher education agencies and site visits to six states. The report finds a growing role for state higher education agencies in setting minimum college admissions requirements, coexistence of traditional admissions criteria with newer competency-based requirements, and expanding collaboration between postsecondary systems and the K-12 sector in program development.

ED415945
Cook, C.M. (1998). *Changing State Policy in Texas for Remedicl/Developmental Education.*. Austin, Texas: Texas Higher Education Coordinating Board
The Texas Academic Skills Program (TASP), implemented in 1989, requires student assessment in reading, writing, and math prior to regular college course work. Though TASP advocates argue that the program helps maintain academic standards and provides students with needed remediation, results are unfavorable and critics charge that the program does not produce greater retention or graduation rates, that it limits minority access to education, and that it is too costly.

EJ575626
Mills, M. (1998, Nov-Dec). From coordinating board to campus: Implementation of a policy mandate on remedial education. *Journal of Higher Education, 69*(6), 672-97.
A study examined how three Oklahoma institutions (Langston University, Tulsa Community College, University of Central Oklahoma) implemented a specific remedial education policy enacted by the state coordinating board for certain students. The analysis demonstrates how institutional actors ascribed sense to the goals, assumptions, and expectations of the policy and reconciled them with cultural aspects of their organizations.

ED411901
(1997, September). *Remedial/developmental education in the Illinois community college system: Scope, cost, structure, outcomes, and policies.* Springfield, IL: Illinois Community Coll. Board.
In response to the increased need for remediation, the Illinois Community College Board conducted a study examining the scope, cost, structure, outcomes, and policies of remedial/developmental education in the Illinois Community College System.

Institutional

ED422774
Iannozzi, M. (1998, June). *Mount St. Mary's College. Policy Perspectives. Exemplars.* Philadelphia, PA: Institute for Research on Higher Education
This report describes the efforts of Mount St. Mary's College (California) to extend the benefits of a strong, traditional baccalaureate program to an underserved population of women in an urban region, including substantial numbers of minority and first-generation college students.

ED419566
Sussman, G.D. (1998, April). *Presentation on remediation at CUNY.* Long Island City, NY: La Guardia Community Coll.
The paper explains the current crisis over remediation, ignited by N.Y. Mayor Guliani's criticisms of CUNY's standards, and describes the creation of the Comprehensive Action Plan (CAP), which addresses student preparedness for college.

Promising Practices

ED416940
Yamasaki, E. (1998, March). *Effective policies for remedial education.* ERIC Digest., Los Angeles, CA: ERIC Clearinghouse for Community Colleges.
This digest reviews the role of community colleges in delivering remedial education. With demand for remediation increasing, community colleges are under pressure to provide, with very limited financial resources, the bulk of developmental courses for students. In finding effective solutions to this dilemma, policy makers should consider a broad base of information, including student demographics, characteristics of successful programs, and program assessments.

ED413965
Ignash, J.M. (Ed.). (1997, Winter). *Implementing effective policies for remedial and developmental education.* New Directions for Community Colleges, Number 100. *New Directions for Community Colleges, 25* (4).
Focusing on the debate over the need for and appropriateness of remedial/ developmental programs in higher education, this volume addresses policy issues related to the provision of such programs and presents state, national, and case study data.

EJ547573
Weissman, J., and others. (1997, April). Assessing developmental education policies. *Research in Higher Education, 38*(2), 187-200.
Reviews results of a study assessing the effectiveness of developmental studies program policy at a community college. Issues addressed include required remediation of skill-deficient students, enrollment in college-level courses by skill-deficient students, and differing policies for skill-deficient students depending on extent of deficiency. Results point to guidelines for designing or revising developmental studies policies.

ED386983
Weissman, J., and others. (1995, May). *Assessing developmental education through student tracking*. AIR 1995 Annual Forum Paper.
The effectiveness of developmental education policies at a comprehensive community college was investigated using a new student tracking system. A sample of 1,644 students were tracked from Fall 1992 until the end of the Fall 1994 semester, 1,226 of whom evidenced basic skills and were eligible for college-level courses, and 418 of whom were classified as skill-deficient. After the Fall 1994 semester, 179 skill-deficient students had not remediated and 239 students had remediated.

Re-examining who should offer remedial education

EJ558587
Ignash, J.M. (1997, Winter). Who should provide postsecondary remedial/developmental education? *New Directions for Community Colleges*, 100, 5-19.
Discusses core issues of remedial/developmental education, including state policies, cost, standards, effectiveness, and which sector of higher education should provide it. Describes characteristics of remedial students and provides policy recommendations.